

Australian vocational education and training statistics



Student outcomes 2006

This publication provides information regarding the training outcomes for students who completed their vocational education and training (VET) during 2005. The findings presented relate to students who are awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (module completers).

This publication reports on outcomes of students from technical and further education (TAFE) institutes, other government providers or community education providers. This includes students funded by the Commonwealth and states, as well as those training on a fee-for-service basis. It also reports on outcomes of students from private providers, including those funded by the Commonwealth and states.

Highlights

Employment

- 79.6% of all graduates and 74.6% of all module completers were employed after their training.
- 13.0% of all graduates and 7.4% of all module completers were not employed before their training but were employed after. These proportions represent 47.6% of those graduates and 28.3% of those module completers who were not in employment before their training.
- 16.7% of all graduates and 15.3% of all module completers were employed in their first full-time job after their training.

Relevance to employment

- 73.9% of graduates and 61.3% of module completers employed after training reported that their training was highly or somewhat relevant to their current job.
- 73.7% of graduates and 57.8% of module completers employed after training received at least one job-related benefit from their training.

Further study

- 30.2% of all graduates were enrolled in further study after their training.
- 87.8% of all graduates were employed or in further study after their training.

Satisfaction

- 88.1% of all graduates and 84.7% of all module completers were satisfied with the overall quality of their training.
- 86.5% of graduates and 81.6% of module completers fully or partly achieved their main reason for doing the training.



Summary



I. Overview

Survey aims

By focusing on students' employment outcomes and satisfaction with vocational education and training (VET) in Australia, the Student Outcomes Survey is a means of gauging how well the VET system serves individuals and the community. Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected. This aids the understanding of why people participate in VET and the ways in which they benefit from this participation.

Who was surveyed

The Student Outcomes Survey is an annual survey which covers students who have an Australian address as their usual address and are awarded a qualification (graduates¹) or who successfully complete part of a course and then leave the VET system (module completers) (see figure 1 for the scope of the 2006 Student Outcomes Survey). Students who undertake recreational, leisure or personal enrichment (short) courses are excluded.

Figure 1 Scope of the 2006 Student Outcomes Survey

Funding type	Provider type		
	TAFE and other government providers	Private providers	Community education providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

Note: a This information is only collected in New South Wales and Victoria.

What information is collected

Information collected from students includes demographic and training characteristics, employment outcomes, satisfaction with training, and whether they undertake further study. Students undertaking vocational education and training with community education providers receive a shorter questionnaire, which excludes questions relating to further study, demographic and training characteristics, and some employment questions. For these students, demographic information is sourced from the NCVER National VET Provider Collection.

This publication provides key findings relating to employment and training outcomes for students who completed some vocational education and training during 2005. The following section reports on all outcomes for students from TAFE institutes, other government, private or community education providers (as per figure 1). Information on this scope was first collected in the 2005 survey and represents a break in time series for previous years. The final section then provides time series data for 2002 to 2006 on comparable scope. It reports outcomes of students from TAFE institutes funded through Commonwealth and state recurrent or specific funding.

Key findings are reported in table 1 for those who undertook training in 2005 and left the VET system as either a graduate or module completer:

¹ In this publication the term 'graduate' refers to students who are reported as completing all requirements for a qualification and students who self-identify as completing all requirements.

© Australian Government, 2006

This work has been produced by the National Centre for Vocational Education Research (NCVER) as a joint initiative of the Australian Government, and state and territory governments, with funding provided through the Australian Department of Education, Science and Training. Apart from any use permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without written permission. Requests should be made to NCVER.

The views and opinions expressed in this document are those of NCVER and do not necessarily reflect the views of the Australian Government or state and territory governments.

ISBN: 1 921170 90 5 print version
1 921170 96 4 web version

TD/TNC: 87.11

Comments and suggestions regarding this publication are welcomed and should be forwarded to NCVER.

Published by NCVER
ABN 87 007 967 311

Level 11, 33 King William Street,
Adelaide SA 5000

PO Box 8288, Station Arcade,
Adelaide SA 5000, Australia

Phone: (08) 8230 8400
Fax: (08) 8212 3436
Web: <<http://www.ncver.edu.au>>
Email: surveys_req@ncver.edu.au

2. Student outcomes—all VET providers

Table 1 Key findings for graduates and module completers from all VET providers^{a,b}, 2006

Student information	Graduates		Module completers	
	%	Estimated population	%	Estimated population
Employment and further study outcomes				
After training (as at 26 May 2006):				
Employed	79.6	363 870	74.6	290 720
Not employed: ^c	20.4	93 070	25.4	98 970
Unemployed	9.9	45 150	9.3	36 130
Not in the labour force	10.0	45 780	15.6	60 820
Employed before training	72.8	331 310	73.7	285 790
Difference in proportion employed from before training to after	6.8	32 560	0.9	4 930
Not employed before commencing the training and employed after	13.0	58 840	7.4	28 720
Employed in first full-time job after training ^d	16.7	70 680	15.3	43 850
Employed or in further study after training ^{d,e}	87.8	377 520	78.5	229 870
Enrolled in further study after training ^{d,f}	30.2	129 210	4.5	13 190
Studying at university	6.1	26 040	4.5	13 190
Studying at TAFE institute	17.4	74 210	na	na
Studying at private provider or other registered provider	6.4	27 240	na	na
Training				
Reasons for undertaking the training:				
Employment-related outcomes	75.9	327 900	66.6	243 060
Further study outcomes	4.9	21 090	2.3	8 260
Personal development outcomes	19.2	82 930	31.2	113 790
Training was part of an apprenticeship or traineeship ^d	24.0	104 360	9.3	27 680
Received some recognition for prior learning towards the training ^d	29.0	125 220	16.3	47 810
Satisfaction outcomes				
Satisfied with the overall quality of training ^g	88.1	402 520	84.7	328 140
Fully or partly achieved their main reason for doing the training	86.5	399 370	81.6	320 420
Benefits of training				
Of those employed at May 2006:				
Reported that the training was highly or somewhat relevant to their current job	73.9	266 730	61.3	175 630
Received at least one job-related benefit	73.7	264 210	57.8	165 050

Notes: a Includes TAFE institutes, other government, private and community education providers.

b Percentage reported represents the proportion of all graduates, or module completers, respectively.

c 'Not employed' is defined as unemployed (looking for full-time or part-time work), not in the labour force, or not employed (no further information).

d These questions are not asked of students from community education providers. Therefore, the percentage reported represents the proportion of graduates, or module completers, respectively, excluding those from community education providers.

e 'Employed or in further study after training' for module completers is defined as employed after completing a module of VET or going on to further study at university as, by definition, the only further study captured for module completers is at university.

f By definition, module completers are students who do not complete the qualification and have left the VET system. Therefore, the only further study captured for this group is at university.

g 'Satisfied with the overall quality of the training' was rated as 'agree' or 'strongly agree' on a 5-point scale to the statement: 'Overall, I was satisfied with the quality of this training'.

Australia in summary

Student outcomes 2006

Northern Territory	Graduates (%)	Module completers (%)
Employed after training	79.6	87.4
Employed before training	72.3	76.0
Not employed before commencing the training and employed after	13.8	16.2
Employed in first full-time job after training	12.0	13.0
Employed or in further study after training ^a	86.9	88.5
Enrolled in further study after training ^b	34.5	10.4
Fully or partly achieved their main reason for doing the training	93.3	83.5
Satisfied with the overall quality of training	89.1	84.4

Western Australia	Graduates (%)	Module completers (%)
Employed after training	81.1	80.9
Employed before training	73.8	78.2
Not employed before commencing the training and employed after	13.8	9.5
Employed in first full-time job after training	15.0	14.7
Employed or in further study after training ^a	89.8	83.3
Enrolled in further study after training ^b	32.8	6.9
Fully or partly achieved their main reason for doing the training	89.0	75.9
Satisfied with the overall quality of training	87.6	78.2

Notes: a 'Employed or in further study after training' for module completers is defined as employed after completing a module of VET or going on to further study at university as, by definition, the only further study captured for module completers is at university.

b By definition, module completers are students who do not complete the qualification and have left the VET system. Therefore, the only further study captured for this group is at university.

Australia	Graduates (%)	Module completers (%)
Employed after training	79.6	74.6
Employed before training	72.8	73.7
Not employed before commencing the training and employed after	13.0	7.4
Employed in first full-time job after training	16.7	15.3
Employed or in further study after training ^a	87.8	78.5
Enrolled in further study after training ^b	30.2	4.5
Fully or partly achieved their main reason for doing the training	86.5	81.6
Satisfied with the overall quality of training	88.1	84.7



South Australia	Graduates (%)	Module completers (%)
Employed after training	80.7	80.8
Employed before training	73.0	79.2
Not employed before commencing the training and employed after	13.8	7.2
Employed in first full-time job after training	18.5	16.5
Employed or in further study after training ^a	88.8	81.5
Enrolled in further study after training ^b	33.3	3.4
Fully or partly achieved their main reason for doing the training	86.9	83.3
Satisfied with the overall quality of training	87.3	87.2

Queensland	Graduates (%)	Module completers (%)
Employed after training	80.0	77.8
Employed before training	74.0	76.4
Not employed before commencing the training and employed after	13.1	8.7
Employed in first full-time job after training	16.8	14.3
Employed or in further study after training ^a	85.8	78.6
Enrolled in further study after training ^b	25.0	3.2
Fully or partly achieved their main reason for doing the training	87.9	80.5
Satisfied with the overall quality of training	89.0	82.6



Tasmania	Graduates (%)	Module completers (%)
Employed after training	82.7	75.8
Employed before training	75.8	76.6
Not employed before commencing the training and employed after	12.0	8.0
Employed in first full-time job after training	17.7	7.8
Employed or in further study after training ^a	89.5	78.7
Enrolled in further study after training ^b	27.9	5.1
Fully or partly achieved their main reason for doing the training	87.1	84.3
Satisfied with the overall quality of training	90.2	86.1

New South Wales	Graduates (%)	Module completers (%)
Employed after training	77.2	71.1
Employed before training	70.0	70.2
Not employed before commencing the training and employed after	13.4	7.2
Employed in first full-time job after training	16.8	16.1
Employed or in further study after training ^a	87.3	73.1
Enrolled in further study after training ^b	33.3	4.3
Fully or partly achieved their main reason for doing the training	84.8	81.5
Satisfied with the overall quality of training	87.5	84.1

Australian Capital Territory	Graduates (%)	Module completers (%)
Employed after training	86.4	83.1
Employed before training	81.7	81.0
Not employed before commencing the training and employed after	9.8	7.8
Employed in first full-time job after training	14.1	12.1
Employed or in further study after training ^a	92.8	84.7
Enrolled in further study after training ^b	36.6	9.9
Fully or partly achieved their main reason for doing the training	90.2	71.1
Satisfied with the overall quality of training	87.3	78.7

Victoria	Graduates (%)	Module completers (%)
Employed after training	80.8	75.4
Employed before training	74.0	75.3
Not employed before commencing the training and employed after	12.1	6.7
Employed in first full-time job after training	16.9	15.4
Employed or in further study after training ^a	88.6	83.7
Enrolled in further study after training ^b	28.8	5.2
Fully or partly achieved their main reason for doing the training	85.9	83.0
Satisfied with the overall quality of training	88.0	87.3

Table 1 shows that 24.0% of graduates and 9.3% of module completers from TAFE institutes, other government providers or private providers undertake their training as part of an apprenticeship or traineeship. Table 2 shows key outcome measures by whether or not the training was undertaken as part of an apprenticeship or traineeship.

Table 2 Key outcome measures for graduates and module completers by whether or not the training was undertaken as part of an apprenticeship or traineeship, 2006

	Training undertaken	Employed after training ^a (%)	Difference in proportion employed from before training to after (%)	Fully or partly achieved their main reason for doing the training (%)	Satisfied with the overall quality of training (%)
Graduates	As part of an apprenticeship or traineeship ^b	89.9	13.6	93.1	85.4
	Other	77.0	4.7	84.2	88.5
	All graduates	79.6	6.8	86.5	88.1
Module completers	As part of an apprenticeship or traineeship	74.2	-1.5	81.1	77.2
	Other	77.2	1.0	79.1	84.4
	All module completers	74.6	0.9	81.6	84.7

Notes: a If employed, may not be with same employer with whom the apprenticeship/traineeship was commenced.

b May have completed all the training requirements but not necessarily all the formal on-the-job requirements of the apprenticeship/traineeship.

Table 3 Student characteristics for graduates and module completers, all VET providers^{a, b}, 2006

Student characteristics	Graduates		Module completers	
	%	Estimated population	%	Estimated population
Age:				
15–24 years	40.4	186 020	22.9	86 750
25–44 years	36.7	168 890	40.5	153 520
45 years and over	22.9	105 300	36.7	139 150
Female	49.5	229 640	49.4	194 880
Indigenous	2.8	12 690	2.6	9 420
With a disability	8.8	40 500	10.5	39 730
Speak a language other than English at home	17.2	77 980	14.7	51 260
From remote/very remote areas ^c	5.0	22 590	3.6	14 240
Highest qualification before training:				
Certificate IV or higher	22.9	106 240	26.5	105 040
Certificate III	13.3	61 630	12.2	48 390
Certificate II/certificate I	11.3	52 440	6.1	24 370
Senior secondary	22.3	103 650	18.8	74 730
Miscellaneous education ^d	26.5	123 180	25.7	101 770
Unknown	3.7	17 330	10.7	42 390
Total number of responses^e		19 264		7 333
Estimated total number of students		464 480		396 680

Note: a Includes TAFE institutes, other government, private and community education providers.

b Percentage reported represents the proportion of graduates, or module completers, respectively.

c Region is classified using the Accessibility/Remoteness Index of Australia (ARIA). This index defines remoteness as accessibility to service centres which have populations greater than 5000 in the 1996 Census.

d Includes statements of attainment, certificates of competency, pre-vocational training, and secondary schooling up to and including Year 10.

e For the 2006 survey, the sample size is designed to provide reliable state/territory estimates.

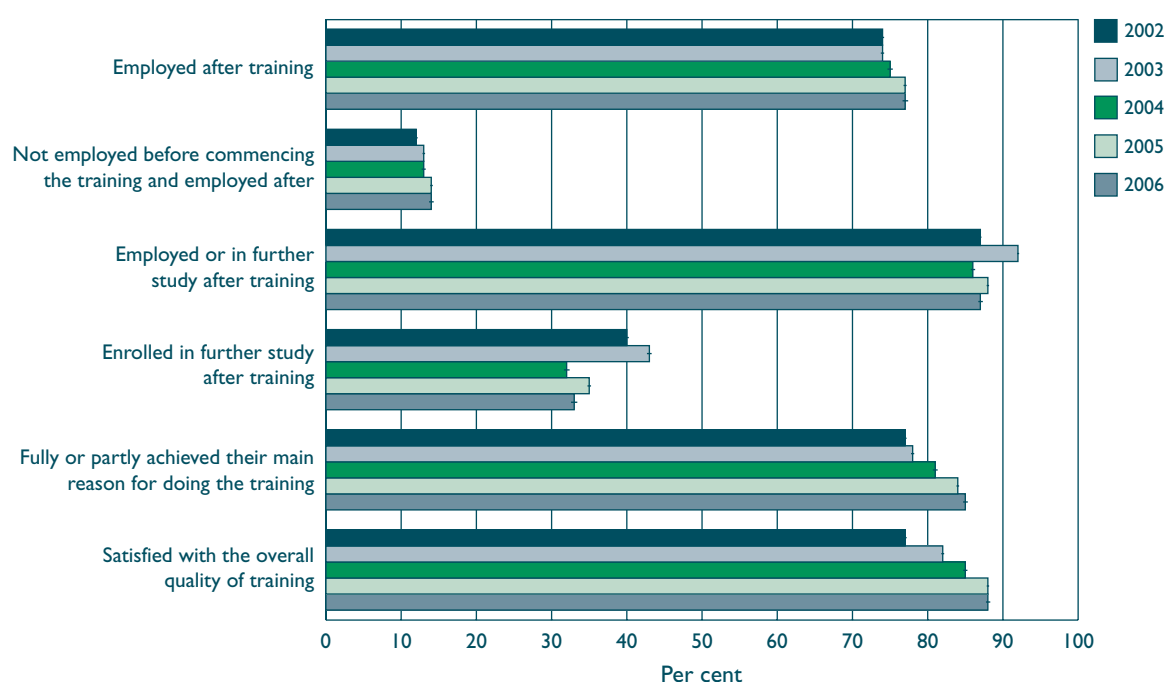
3. Student outcomes—TAFE time series

The following figures provide time series data on key outcome measures for students undertaking training with a TAFE institute (including other government providers, such as agricultural colleges) funded through Commonwealth and state recurrent or specific funding. They are included to allow for comparisons over a longer time frame. Prior to 2005, this was the only information collected through the survey.

Graduates

Figure 2 provides data for the key outcomes for government-funded graduates at TAFE for 2002–06.

Figure 2 Percentage of TAFE graduates by key outcome measures, 2002–06

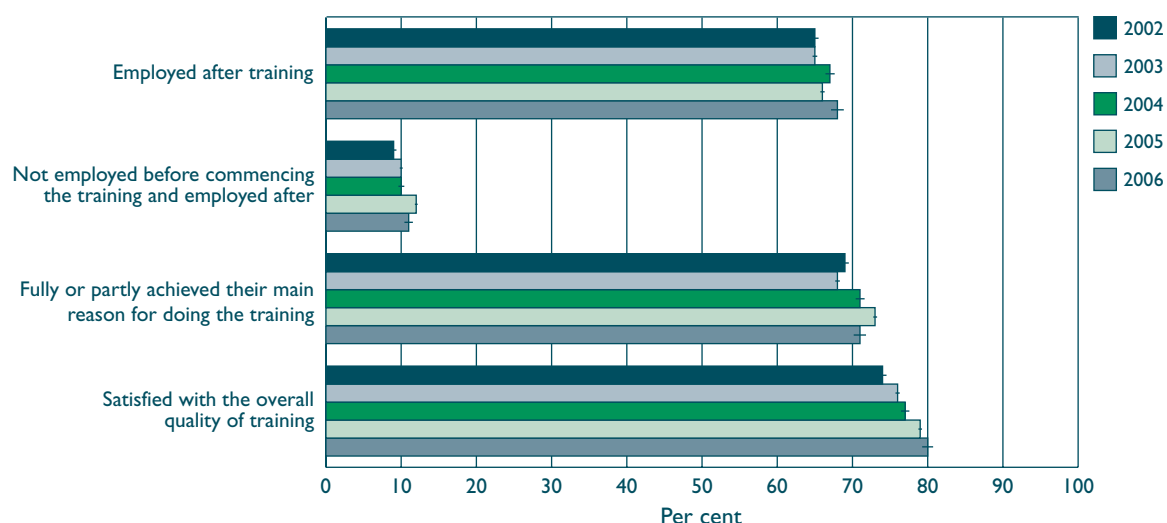


Note Error bars define the 95% confidence interval for the estimated proportions.

Module completers

Figure 3 provides data for the key outcomes for government-funded module completers at TAFE for 2002–06.

Figure 3 Percentage of TAFE module completers by key outcome measures, 2002–06



Note Error bars define the 95% confidence interval for the estimated proportions.

4. Technical notes

About the survey

This publication presents information collected from the 2006 Student Outcomes Survey. Questionnaires were mailed to a randomly selected sample of graduates and module completers who undertook vocational training with a TAFE institute or other government, private or community education provider during 2005. This includes students funded by the Commonwealth and states, as well as those training on a fee-for-service basis (as per figure 1).

While comparisons can be made between graduates and module completers, there are intrinsic differences between the groups. For example, at the national level, the 2006 Student Outcomes Survey found that graduates generally had a younger age profile than module completers (40.4% of graduates compared with 22.9% of module completers were aged less than 25 years). Factors such as these are likely to affect training outcomes differentially for the two groups.

For further information about the history of the Student Outcomes Survey and additional technical notes, including the application of confidence intervals to the data, the reader is referred to the supporting documents at <<http://www.ncver.edu.au/publications/1719.html>>.

Number of respondents

Nationally, the response rate to the questionnaire was 42.6% for graduates and 36.6% for module completers. Responses were weighted to reflect the student population.

Table 4 shows the number of respondents to the survey and the estimated population for each state/territory. For further information about survey response, the reader is referred to the supporting documents at <<http://www.ncver.edu.au/publications/1719.html>>.

Table 4 Number of respondents and the estimated population of graduates and module completers, 2006

Total fully responding by state/territory	Graduates		Module completers	
	Responded to survey	Estimated population	Responded to survey	Estimated population
New South Wales	2 980	147 580	1 597	171 080
Victoria	4 800	126 880	1 849	113 930
Queensland	4 640	94 490	1 406	57 100
South Australia	1 403	26 780	802	24 540
Western Australia	2 695	40 560	713	18 400
Tasmania	1 376	14 660	492	5 890
Northern Territory	558	7 040	124	2 820
Australian Capital Territory	812	6 500	350	2 930
Australia	19 264	464 480	7 333	396 680

Definitions

TAFE: a technical and further education institute.

Community education provider: organisations which deliver education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs. For the Student Outcomes Survey, only students who completed vocational training with a community education provider from Victoria and New South Wales were included.

Other government providers: government-owned and managed education facilities/organisations, other than TAFE, that deliver vocational education and training (for example, agricultural colleges).

Private providers: non-government registered training organisations which provide training to individuals and industry either on a fee-paying or publicly funded basis.

Further information

Please refer to <<http://www.ncver.edu.au/publications/1719.html>> for further data tables for the 2006 Student Outcomes Survey. These data tables include key outcome information classified by a greater range of student characteristics, and also contain information included in last year's summary publication.